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ABSTRACT

A study was conducted to examine the effect of Miami-Dade Community College's Intercurricular Studies Division on the level of self-actualization of students participating in the program. The two-semester program emphasized development of the student as a total person: first semester courses utilized the concept of "self" as an interdisciplinary focus; second semester courses centered on the natural and social environments and the student's ability to function effectively in a group. A humane learning environment was facilitated by organizing students into small primary groups known as "families" which met weekly with an instructor. An experimental group (n=60) and a control group (n=50) were randomly selected from students participating in the program for 32 weeks and 16 weeks, respectively, and were pre- and post-tested on level of self-actualization by means of the Personal Orientation Inventory. No significant differences were found, although positive mean gains did occur for both groups and the experimental group showed consistently greater change in a positive direction. It was concluded that the program appeared to be viable in contributing to positive change in student self-actualization but that length of time spent in the program did not significantly affect change in the level of self-actualization. (JDS)

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A Study of the Level of Self-Actualization of Students Enrolled in an Interdisciplinary General Education Program at Miami-Dade Community College

Kenneth A. Blye

A MAJOR APPLIED RESEARCH PROJECT PRESENTED
TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

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ABSTRACT

The Intercurricular Studies Division (I-Divisior) at the South Campus of Miami-Dade Community College provides entering freshmen with an interdisciplinary general education program. This program enables a student to complete all thirty-six credit hours of general education courses in partial fulfillment of the requirements for an Associate of Arts degree.

The purpose of this study was to examine the effect of the I-Division's program on the level of self-actualization of students participating in the program. More specifically, the study examined the effect of one term (16 weeks) and two terms (32 weeks) of participation in the program on the students' level of self-actualization.

The Randomized Control Group Pre-Test Post-Test Design described by Isaac (1975) was used in this study. Four null hypotheses were tested using t-test at the .01 level of significance. The Personal Orientation Inventory (POI) was used (Shostrom, 1963) as a pretest and post-test measure for the treatment group (N=60) and for the control group (N=60). The groups were randomly selected during the Fall term 1976, from 315 students enrolled in the I-Division.

The findings of this study failed to reject the null hypotheses at the .01 level of significance. However, further analysis

of the change in the mean scores between the pre and post-tests demonstrated an improvement in the level of self-actualization for both the treatment and for the control groups on the two major POI scales, Time Competence and Inner Directed (Support), as well as on each of the ten POI subscales. The treatment group demonstrated greater change in mean scores on all of the POI scales over two terms than did the control group at the end of one term. The positive change in the mean scores was not statistically significant between the two groups.

The study revealed that even though there was no statistical difference in the level of self-actualization between the treatment group (measured over two terms) and the control group (measured at the end of one term), that a change in the students' level of self-actualization did occur. Based on the findings and conclusions of the study the following recommendations were offered.

1. The Intercurricular Studies general education program should continue to be supported as a viable alternative to the traditional non-interdisciplinary approach.
2. A comprehensive evaluation program should be designed to monitor as many facets of the program as is feasible.
3. Specific objectives designed to enhance the student's self-concept should be developed for the primary group (the family) approach used in the program. Chickering's seven dimensions for enhancing the student's identity (1972) were suggested as a beginning point for developing objectives and strategies for the primary groups.

4. I-Division students should be compared to a matched group of non-I-Division students who take essentially the same courses during their freshman year with attention given to changes in self-concept, grade point average by term, attrition, graduation rate, and admittance to upper level colleges and universities.
5. This study should be replicated on a routine basis and correlated with other instruments which measure changes in self-concept or self-actualization.
6. The I-Division's practice of requiring all faculty members to facilitate primary groups should be continued.

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CHAPTER I

BACKGROUND AND SIGNIFICANCE

The South Campus of Miami-Dade Community College, in 1971, committed over a quarter of a million dollars to the development of an interdisciplinary general education program. This program, the Intercurricular Studies Division (I-Division), is currently entering its sixth year of operation with basically the same set of guidelines established in 1971.

The I-Division was formed based on the recommendations of a South Campus Task Force Committee in its "Final Report" to the Campus Vice President (Burrill, 1971:27-29). The Final Report spelled out in some detail the goals of the new program as well as its organizational structure (Burrill 21-29). The program goals were synthesized by the members of the newly formed program during the first few months of operation. The goals were designed to enable the program to assist students to be more effective members of a pluralistic society. These goals are: that the student will be able to function effectively in his natural environment; that the student will be able to function effectively in his social environment; that the student will be able to function as an effective individual; and that the student will be able to communicate effectively.

The organizational structure has been modified slightly over the past five years. Currently the program has an Associate Dean who

reports directly to the Dean for Academic Affairs. Two module coordinators serve as first line management in the I-Division. The coordinators are directly responsible for the interdisciplinary instructional teams referred to as modules. Three modules have four faculty members each and one module has two instructors. The faculty in the four-course module represent the disciplines of English, social science, natural science, and psychology/human relations. The two-man modules vary in discipline representation depending on the course combinations being offered, such as English/social science and humanities/social science.

The four-course module represents the major instructional effort of the division since its organization in 1971. The module is designed to handle a student enrollment of one hundred forty students, with each student taking a block of four courses for a total of twelve credit hours per term. Students who enroll in the I-Division are able to complete all thirty-six credit hours of the required and elective general education courses needed to be awarded the Associate of Arts degree.

The learning environment created by each module team is guided by five assumptions about the nature of the I-Division's instructional program. The assumptions were, like the program goals, agreed upon early in the I-Division's development. The assumptions are:

1. That the courses be related in an interdisciplinary instructional approach. The faculty are to assist students in examining problems in their social, natural, and personal environments through a multidisciplinary approach.

2. The student population in each module is to be heterogeneous along the dimensions of race, sex, and scholastic ability.
3. The instructional program will be result oriented. Students will receive grades based on the completion of the instructional objectives for each course.
4. The program is to be pragmatic in the sense that students will be able to actively participate in their learning experiences and that they are able to utilize the information and skills acquired from their I-Division experiences.
5. The learning environment is to be humane. The I-Division is to provide students with a safe, supportive learning environment that is both cognitively and affectively responsive to students' needs (Burrill, 1972).

Each of the above assumptions about the nature of the I-Division's learning environment has been in some way infused into the inter-disciplinary curriculum. The last of the assumptions, a humane learning environment, is the focus of this project. More specifically, Burrill (1972:2) stated, "The single integrating factor in the I-Division curriculum which causes it to be different from other general education curricula is the emphasis on the development of the individual student as a total worthwhile human being." The I-Division faculty have been committed to the process of assisting the student to develop as a total worthwhile individual. Maslow (1970) describes the total worthwhile individual as a self-actualizing person; a person striving to realize fully his potential for creativity, dignity, and self-worth.

Students who enroll in the I-Division generally stay with the program for two sixteen-week terms, fall and winter. The fall term curriculum offers students a block of four courses: English Composition (ENG 120), Social Science (SSS 101), Interdisciplinary Science (IDS 101), and Basic Human Development (PSY 201), with each course using the "self" as an interdisciplinary focus. During the winter term students continue with ENG 121, SSS 102, IDS 102, and SOP 210 (Human Relations). The interdisciplinary focus of the winter term is centered on the natural and social environments and on the student's ability to function effectively in a group.

An instructional strategy referred to as the family is utilized on a weekly basis during both the fall and winter terms. During the first week of the fall term students are organized into primary groups averaging fifteen students each. Each group, or family, meets with an instructor at least one hour per week.

The family is designed to meet both the cognitive and affective needs of the I-Division's heterogeneous student population. Students participate in activities that will enable them to complete course objectives from PSY 201 and SOP 210, such as value clarification, and group process, along with other objectives that are related to self-concept enhancement. The family also serves as a vehicle for assisting students in the process of setting short range and long range personal goals, academic advisement, and career planning. The family is a unique effort to create a safe and supportive learning environment that provides students with a consistent primary group association.

Statement of the Problem

The administrators and the faculty of the I-Division have been cognizant of the need to carry out a systematic program of sound educational research to determine the validity of an interdisciplinary general education program since the program's beginning in 1971. Formative research has become routine in the I-Division. Course objectives and instructional strategies are changed on a semester to semester basis or as deemed appropriate by the faculty.

During the past five years any summative research efforts have been less than adequate. Efforts to evaluate the many facets of the entire program have not been organized into a systematic research program. In February of 1975, Ambrose Garner, Vice President of the South Campus through a memorandum to Bennie Wiley, Director for the Intercurricular Studies Division, instructed Bennie Wiley to commit Divisional resources to a research effort to determine "the efficacy of the Intercurricular Studies Division in relation to the other general education programs being offered at the South Campus." A comprehensive plan for researching the I-Division's interdisciplinary general education program was formulated for the 1976-1977 academic year. One element of the plan (determining the impact of the program on the level of self-actualization of students enrolled in the program) is being addressed by this study. Intuitively the writer feels that the utilization of the "family" concept and adherance to the program assumption of establishing a humane learning environment does affect in a positive direction the level of self-actualization of I-Division

students. More importantly, however, this study has contributed to a better understanding of the "efficacy" of the I-Division's interdisciplinary program.

Nature of the Problem

The I-Division, by design, is intended to meet the needs of a heterogeneous student population. The needs of a heterogeneous population range across both the cognitive and affective domains as defined by Bloom (1956), Krathwohl (1964), et al.

Chickering (1972) identifies seven needs which should be fostered by our educational institutions. More specifically, the needs are: achieving competence, managing emotions, becoming autonomous, establishing identify, freeing interpersonal relationships, clarifying purposes, and developing integrity. Those students at Miami-Dade's South Campus who elect to complete their general education requirements in the I-Division's interdisciplinary program have an opportunity to explore all of the needs identified by Chickering.

One of the overriding goals of the I-Division is to assist students in the process of being able to function effectively in a pluralistic society. Therefore, the assumption is made that the "fully functioning individual" described by Rogers (1972) or the "Self-Actualizing person" described by Maslow (1962) are better equipped to function effectively in our pluralistic society than an individual who is not fully functioning or self-actualized.

Miami-Dade Community College as an "open door" institution has as one of its goals to assist students in the process of meeting their individual educational needs. The I-Division as an innovative educational program is a vehicle or strategy for moving students toward their individual goals. The major problem facing the I-Division is, how well does the program assist students in meeting their educational needs? One critical indicator of success which was examined is the level of self-actualization of I-Division students.

Need for the Study

The I-Division has been in existence for over five years without any formal research effort to evaluate its effectiveness. In February of 1975, Ambrose Garner, Vice President of Miami-Dade Community College, South Campus in a memorandum to Bennie Wiley, Director, Intercurricular Studies Division, instructed Bennie Wiley to commit Divisional resources to a research effort to determine "the efficacy of the I-Division." Ambrose Garner's memorandum clearly established a pressing need to systematically research the I-Division's instructional program along as many dimensions as possible. One dimension identified for study is to describe the level of self-actualization of students enrolled in the I-Division's interdisciplinary general education program.

Purpose of the Study

The purpose of this study was to describe the level of self-actualization as measured by the Personal Orientation Inventory (POI) of students enrolled in the I-Division during the fall term (control group) and of students enrolled in the I-Division during both the fall and winter terms (treatment group).

The hypotheses tested in this study are presented below as they relate to the research questions.

1. What is the difference, if any, in the levels of self-actualization between the treatment group and the control group on the pretest?

   H_o1. There is no significant difference between the treatment and the control group for the Time competence scale of the POI on the pretest.

   H_o2. There is no significant difference between the treatment and the control group for the Inner Directed scale of the POI on the pretest.

2. What is the difference, if any, in the levels of self-actualization between the treatment group and the control group on the post-test?

   H_o3. There is no significant difference between the treatment and control group for the Time Competence scale of the POI on the post-test.

   H_o4. There is no significant difference between the treatment and control group for the Inner Directed scale of the POI on the post-test.

Limitations of the Study

The following limitations should be considered in interpreting the findings of this study:

1. Students who choose to participate in the I-Division's interdisciplinary general education program may be different from students who elect not to participate in the program.
2. The reading level of the Personal Orientation Inventory may be too difficult for some of the participants of this study.
3. The attrition rate between the pre-test and the post-test may exceed ten per cent. The researcher attempted to control for this possibility in selecting the sample.
4. No effort was made to stratify the sample as the focus of this study was on a cross-section of I-Division students.
5. The goals and course objectives for the I-Division are the same for each instructional module; however, the instructional approaches and/or strategies are varied among the three teams, which may vary the emphasis placed on the goals and course objectives.
6. Student's attitude about taking the POI may bias the results.

Delimitations of the Study

The following delimitations should be considered in interpreting the findings of this study:

1. Only students enrolled in the I-Division's interdisciplinary general education program were selected for this study.
2. This study further was restricted to I-Division students who have

elected the interdisciplinary block of four courses (English Composition - ENG 120, Social Science - SSS 101, Interdisciplinary Science - IDS 101, and Basic Human Development - PSY 201) for the fall term, and four courses (English Composition - ENG 121, Social Science - SSS 102, Interdisciplinary Science - IDS 102, and Human Relations - SOP 210).

3. No attempt will be made to generalize the findings of this study to non-I-Division students.

Definition of Terms

Family - This term is used to describe a primary group of students (12-15) who meet with an instructor for at least one hour per week for the purpose of meeting academic and non-academic objectives.

General Education - At Miami-Dade Community College all students who are seeking an Associate of Arts degree must complete the following:

Required Courses:	Credit Hours
Freshman English 120 and 121	6
Humanities 201 and 202	6
Social Science 101 and 102	6
Natural Science Courses (choice)	6
Elective Courses:	12

Twelve credit hours must be completed from courses offered in Humanities, English, Social Sciences, and the Natural Sciences.

Intercurricular Studies Division (I-Division) - The College recognized academic unit at Miami-Dade Community College, South Campus.

The unit is organized with a division director (who reports to the Dean for Academic Affairs), module coordinators (equivalent to department chairpersons), and faculty (with expertise in natural sciences, English/communications, social sciences, and counseling/psychology).

Interdisciplinary Studies - A curricular approach used by the Intercurricular Studies Division at the South Campus of Miami-Dade Community College, in which at least two courses and usually four courses are interrelated by a team of instructors.

Module - An instructional unit in the I-Division consisting of four instructors with expertise in English, natural science, social science, and psychology/counseling and a compliment of 140 students taking four courses (12 credit hours each), e.g. English composition (ENG) 121, Human Relations (SOP) 210, Interdisciplinary Science (IDS) 102, and Social Science (SSS) 102.

Non-Traditional - Used to describe the I-Division's interdisciplinary approach to general education.

Personal Orientation Inventory (POI) - "The POI consists of 150 two-choice comparative value and behavior judgments. The items are scored twice, first for the two basic scales of personal orientation, inner directed support (127 items), and time competence (23 items), and second for ten subscales each of which measures a conceptually important element of self-actualizing" (Shostrom, 1974:4).

Self-Actualization - A person who is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of his unique

capabilities, or potentialities, free of the inhibitions and emotional turmoil of those less self-actualizing (Maslow, 1962).

Independent Variables

The independent variables of this study were:

1. The participation of students in the I-Division's interdisciplinary instructional program during the Fall term.
2. The participation of students in the I-Division's interdisciplinary instructional program during the Fall and Winter terms.

Dependent Variables

The dependent variables of this study were:

1. The level of self-actualization of I-Division students as measured by the Time Competence scale of the POI.
2. The level of self-actualization of I-Division students as measured by the Inner Directed scale of the POI.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature is divided into two sections. The first section focuses on the historical development of the concept of self-actualization and its present status. The second section reviews the results of programs that are designed to enhance the level of self-actualization of college students.

Self-Actualization--An Historical Perspective

The present concept of self-actualizing persons has its beginnings in the work of C. G. Jung in the early 1900's (Hall and Linday, 1957). Jung's efforts to describe psychological types and the development of the concepts of introvert and extrovert provides the basis for developing the "self," where self is defined as a person who has direction in life and a reason for existing. Jung viewed self-actualization as a major goal for the healthy personality.

Otto Rank (1945) takes a different tack from Jung and emphasizes the "creative" development of the self. More specifically, Rank describes the fully functioning individual as a person who has reached a balance between being autonomous and at the same time being in harmony with his environment.

Alfred Adler's (Ansbacher and Ansbacher, 1956) approach to the healthy personality is based on the concept of social feeling.

Jourard (1964:8) interprets the concept of social feeling as "the feeling of oneness, a brotherly feeling toward one's fellow man."

Harry Stack Sullivan expands on Adler's view of the healthy personality by pointing out the importance of the person and his relationships with others (Jourard, 1964:10). Maslow (1954) describes one trait of self-actualizing individuals as a person with a high degree of acceptance of himself, of others, and of the realities of human nature.

Maslow (1954) identified a "needs hierarchy" or four preconditions which need to be met prior to a person becoming self-actualized. He described the first precondition as that of meeting the physiological needs of hunger, thirst, and sex; the second level is that of safety-security, order, and stability; the third level is the need for belongingness and love; the fourth precondition is esteem, which includes self-respect and feelings of success. In contrast, Goldstein (1939:197) credited with coining the term "self-actualization," points out that there is only one level--that of self-actualization. He states, "Normal behavior corresponds to a continual change of tension, of such a kind that over and again that state of tension is reached which enables and impels the organism to actualize itself in further activities, according to its nature."

Jung, Rank, Adler, Goldstein, and Sullivan appear to be the major psychological theorists who have influenced Maslow's concept of self-actualization. Maslow (1962:24-25) identified the following thirteen characteristics of distinguished people who were self-actualizing:

1. Superior perception of reality.

2. Increased acceptance of self, of others, and of nature.
3. Increased spontaneity.
4. Increase in problem centering.
5. Increased detachment and desire for privacy.
6. Increased autonomy and resistance to enculturation.
7. Greater freshness of appreciation, and richness of emotional reaction.
8. Higher frequency of peak experiences.
9. Increased identification with human species.
10. Changed interpersonal relations
11. More democratic character structure.
12. Greatly increased creativeness.
13. Certain changes in the value system.

Carl Rogers (1962), a contemporary of Maslow, uses the terminology "fully functioning person" meaning a person who is in the process of becoming self-actualized.

According to Rogers (1962), Maslow (1954), and Goldstein (1939) et al. man is always in the process of approximating the conditions of being self-actualized. Maslow (1954) describes the self-actualizing person as:

> "A person who is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of his unique capabilities or potentialities, free of inhibitions and emotional turmoil of those less self-actualizing."

The significance of Maslow's work comes in two areas. First, the self-actualizing concept is a synthesis of the efforts of earlier psychologists--Jung (Hall and Lindsay, 1957), Rank (1945), Adler

(Ansbacher and Ansbacher, 1956), et al.--which provides a conceptual framework for judging the healthy personality and for understanding man's basic needs. Jourard (1954) describes the healthy personality as one who is self-actualized, or more succinctly, "a concept of man at his best." Secondly, Maslow (1954) along with Rogers (1951), Allport (1961), Murray (1937) et al. provided new support to the "Third Force Psychology" or Humanistic Psychology movement. The concept of humanistic psychology has had a tremendous impact on the field of education over the last twenty-five years. One notable event in education during this period is the development of the Taxonomy of Educational Objectives: Affective Domain by David Krathwohl et al. (1956). The taxonomy provided educators with an organized method for dealing with a student's feelings and values. This is to be described in the next section as the humanistic experience.

The Humanistic Experience

The early 1950's represent a major breakthrough for the concept of humanistic education. The writings of Maslow (1954), Rogers (1951), Pearls (1951), et al. provided the impetus for the present concern for humanistic education at all levels of education. Lyon (1971) writes, "Humanistic education, the integration of cognitive learning and affective experience, is present in many forms." He also makes the point that humanistic education is now new, just that there were fewer humanistic educators in the past.

Traditionally, educators have been primarily concerned with the cognitive domain of learning as described by Bloom (1956). The advent

of humanistic education created genuine concern among educators for "educating the whole man" (Lyon, 1971).

Chickering (1972) describes seven dimensions of development that occur in college in addition to the acquisition of knowledge and the improvement of intellectual ability. The seven dimensions identified by Chickering are: achieving competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes, and developing integrity (pages 8-19). Chickering's primary focus is on enhancing the identity of the student.

Bridges (1972) views Maslow's third force or humanistic psychology as providing educators with a "growth-model" to offset the traditional information-acquisition model. He states.

> "It (humanistic psychology) enables him (the educator) better to integrate the affective and cognitive components of the learning process, instead of forcing that process into a purely cognitive mode and then treating the rest of humanness as an incidental and distracting personal reaction."

The humanistic experience in education has yielded a number of programs that have attempted to increase the level of self-actualization of students with interesting results. White (1974) implemented the Human Potential Seminar (HPS) developed by Trueblood and McHolland (1971) with community college students. The results of White's study indicate that students participating in HPS improved their level of self-actualization in ten of the twelve Personal Orientation Inventory scales. White's study substantiates similar findings by Trueblood and McHolland (1971) which showed that students in the experimental group showed a significantly higher change in a positive direction than did the control group as measured by the POI.

Pearson's (1966) study of an orientation course for freshmen utilized four different instructional approaches--small group interaction, group participation with a leader, regular leader-planned classes, or the control condition with students exempted from the class. Pearson's hypothesis was that students in the group participation with a leader in which they were allowed to interact with each other would yield higher increases in self-actualization than the other groups. The results from the POI support the hypothesis.

Walton (1973) reporting on the effects of personal growth groups on self-actualization indicated that students who participated in fifteen-hour marathons and one hour session spread over fifteen weeks showed significant positive changes on several POI scales. Walton's study supports the findings of previous related studies by Culbert, Clark, and Bobele (1968), Guinan and Foulds (1970), Young and Jacobson (1970), Alperson, Alperson, and Levine (1971) et al. These studies provide ample evidence that programs designed to enhance an individual's feeling of self worth and level of self-actualization do yield significant positive change in students.

A study by Leib and Snyder (1967) focused on low achievers in college. Their study suggests that due to special attention given to the experimental group in regard to their needs of belongingness, love, and esteem (Maslow, 1954) resulted in significant improvement in grade point average and inner-directedness, as measured by the POI. The need to support the underachievers' needs of belongingness, love and esteem is suggested by the May and Damm (1968) study of underachieving college students with academically successful students. Their study

showed that the academically successful students scored significantly higher on the major Inner-Directed scale than the underachieving students. More specifically, the academically successful students were more able to effectively direct their own lives relatively independent of peer pressure and urging than underachievers.

Knapp (1976) reported findings that substantiate the positive impact of humanistic programs on enhancing self-actualization in areas other than education. These programs cover a broad spectrum of the American society which include drug abuse programs, alcoholic rehabilitation programs, industrial training seminars, and counseling training programs for clergymen.

The humanistic experience according to Knapp (1976) has found its way into many facets of the American society. In educational institutions the humanistic experience is often reduced to courses and sometimes programs of study. Creamer (1972) et al. offer a list of forty-two different course titles, such as: Human Potential Seminar, Human Relation Groups, Orientation to Life Planning, Group Process, Relaxation and Sensory Awareness Training Group, and Personal Resources Development to mention a few.

What becomes very obvious from the literature is the tremendous number of courses which have been established to enhance the level of self-actualization. These courses focus on the affective, feeling side of the student, often to the exclusion of the cognitive needs of the student. The I-Division was designed to integrate cognitive learning with affective experiences. This writer believes that in the learning process one cannot separate the cognitive and affective

domains of learning as described by Bloom and Krathwohl (1956). What is vitally important in the learning process is that the facilitator of the process (the instructor) must be aware of the importance of both domains of learning.

CHAPTER III

PROCEDURES AND METHODOLOGY

The purpose of this study was to measure the effect of the I-Division's interdisciplinary general education program on student level of self-actualization at the end of one semester and at the end of two semesters. This chapter describes the procedures and methodology that were used in this study. Specifically, this chapter provides a discussion of the research design, sample, instrumentation, instrumentation reliability and validity, hypotheses, test administration, and treatment of the data.

Research Design

The design used for this study was the Randomized Control-Group Pretest-Posttest Design described by Isaac (1975). Table 1 illustrates this design.

Table 1

Randomized Control-Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experimental (Treatment) Group (R)*	T_1	x	T_2
Control Group (R)	T_1		T_2

*Random Assignment

A strength of this particular design according to Isaac is that "Between-session variations are controlled since they affect both groups equally" (p.39). However, the generalizability of the results is restricted to potential I-Division students who will participate in essentially the same program.

Sample

The control group and the treatment group were randomly selected by use of the random numbers table, from a list of all students (315) enrolled in the I-Division's three interdisciplinary instructional modules. Each group was comprised of sixty students. The students who enroll in the I-Division are entering freshmen who are undecided as to a major or who have declared a major. All students who enroll in the I-Division express, at their initial advisement session, a desire to transfer to an upper level university or college which places them in the Associate of Arts degree category.

Instrumentation

The instrument used in this study is the Personal Orientation Inventory (POI) developed by Everett Shostrom in 1963:

> "The POI consists of 150 two choice comparative value and behavior judgments. The items are scored twice, first for the two basic scales of personal orientation, inner directed support (127 items) and time competence (23 items) and second for ten subscales each of which measures a conceptually important element of self-actualizing (Shostrom, 1974:4)."

The two major scales, Time Competence and Inner Directed, were used for this study. The Time Competence measures the degree to which

one is present oriented. Knapp (1976:5) states:

> "Self-Actualizing persons are those living primarily in the present with full awareness and contact, and full feeling reactivity. They are able to tie the past and the future to the present in meaningful continuity, and their aspirations are tied meaningfully to present working goals. They are characterized by faith in the future without rigid or over idealized goals."

The Inner Directed Scale is designed to measure whether an individual is self-oriented or other-oriented. Knapp (1976:5) describes the inner-directed person as being, ". . . guided primarily by internalized principles and motivations while other-directed persons are, to a great extent influenced by their peer group or other external forces."

The ten subscales are described as follows:

1. Self-Actualizing Value - Measures affirmation of primary values of self-actualizing persons.
2. Existentiality - Measures ability to situationally or existentially react without rigid adherence to principles.
3. Feeling Reactivity - Measures sensitivity of responsiveness to one's own needs and feelings.
4. Spontaneity - Measures freedom to react spontaneously or to be oneself.
5. Self Regard - Measures affirmation of self because of worth or strength.
6. Self Acceptance - Measures affirmation or acceptance of self in spite of weaknesses or deficiencies.
7. Nature of Man - Measures degree of the constructive view of the nature of man, masculinity, femininity.

8. Synergy - Measures ability to be synergistic, to transcend dichotomies.
9. Acceptance of Aggression - Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial and repression of aggression.
10. Capacity for Intimate Contact - Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations. (Shostrom, 1974).

The ten subscales provide useful information on an individual basis; however, in the writer's judgment the most beneficial information for this study was obtained from the scores on the two major scales (time and support). Shostrom (1974:6) suggests that a quick estimate of an individual's level of actualizing may be obtained by scoring only the Time Competence and Inner Directed Scales. Knapp (1965) reports that Inner-Directed Scale (support) has been used as the best single estimate of self-actualizing.

Reliability

The test-retest reliability coefficients for the major scales of Time Competence and Inner-Direction are reported by Shostrom (1974) as being .71 and .77 respectively. The stability of the two major scales tends to be supported by a study of 172 university students by Wise and Davis (1972). They report test-retest reliability coefficients of .75 and .88 for the two major scales respectively.

Validity

The validity of the POI as an instrument that is able to discriminate consistently between self-actualizing individuals and non-actualizing individuals has been demonstrated by a number of studies. Shostrom (1964) administered the POI to two groups. One group was comprised of "self-actualizing" individuals who had been certified as such by registered clinical psychologists. The second group was comprised of "non-actualizing" individuals, also certified by the clinical psychologists. The results indicated that the POI significantly differentiated between the two groups. Knapp (1976) reports numerous studies in a variety of fields which support the validity of the instrument.

Hypotheses

The impact of the I-Division's general education program to affect a change in the level of self-actualization of its students, in a positive direction, was tested through the following hypotheses. A T-Test was used to determine significance between the pretest/post-test mean scores of the treatment and control groups. Significance at the .01 probability level was used for rejecting the null hypotheses.

H_o1. There is no significant difference between the treatment and the control group for the Time Competence scale of the POI on the pretest.

H_o2, There is no significant difference between the treatment and the control group for the Inner Directed scale of the POI on the pretest.

H_o3. There is no significant difference between the treatment and the control group for the Time Competence scale of the POI on the post-test.

H_o4. There is no significant difference between the treatment and the control group for the Inner Directed scale of the POI on the post-test.

Test Administration

The pre-test was administered to both the control group and the treatment group at the beginning of the Fall term. The post-test was administered to the control group at the end of the Fall term in December, 1976 prior to final exams. The post-test was administered to the treatment group at the end of the Winter term, 1977. Instructions for taking the POI were given as specified in Personal Orientation Inventory Manual (Shostrom, 1962).

Treatment of the Data

In order to insure that there were no initial differences on the pre-test for the traits under study--Time Competence and Inner Directedness--a t-test was performed. If no significance occurs in the pre-test, a t-test will be conducted on the post-test. However, should any initial differences occur on the pretest, an analysis of covariance will be used on the post-test results in order to adjust for initial differences.

CHAPTER IV

SUMMARY OF FINDINGS

The purpose of this study was to assess the effect of the Intercurricular Studies' general education program on the level of self-actualization of students at the end of one term and at the end of two terms. Where the level of self-actualization is measured by the Time Competence and Inner Directed scales of the Personal Orientation Inventory, a pretest was administered to the treatment and control groups at the beginning of the Fall term (1976). A post-test was administered to the control group at the end of the Fall term. The treatment group received the post-test at the end of the Winter term (1977).

Sixty students were randomly selected for each group from the 315 students enrolled in the I-Division in the Fall term. Out of the sixty students in the treatment group, forty-eight took the pretest and thirty took the post-test. Fifty-eight students, out of sixty in the control group, took the pretest and thirty-seven took the post-test.

The attrition rate between the pre and post-test was consistent with the normal attrition rate of the I-Division.

The Findings

The following is a discussion of the findings of this study as they relate to the research questions and hypotheses previously

described in Chapter I. A t-test by the formula for independent samples was used to test the hypotheses:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

The first research question, "What is the difference, if any, in the levels of self-actualization between the treatment group and the control group on the pretest?" was answered by testing the following two null hypotheses (H_o1 and H_o2).

Hypothesis 1 (H_o1) There is no significant difference between the treatment group and the control group for the Time Competence scale of the POI on the pretest.

The hypothesis (H_o1) was not rejected at the .01 probability level.

Table 2 shows the Time Competence scale pretest data for the treatment and control groups.

Table 2

Time Competence Scale Pre-Score Data and T-Test Results for the Treatment and Control Groups

Groups	N	$\bar{X}$	S.D.
Treatment	48	15.9	3.3
Control	58	15.8	3.2
T-Test = .15*		df = 104	

* Not significant at .01

Hypothesis 2 (H_o2): There is no significant difference between the treatment and control troup for the Inner Directed Scale of the POI on the pretest.

The hypothesis (H_o2) was not rejected at the .01 probability level. Table 3 shows the POI Inner Directed scale pretest data for the treatment and control groups.

Table 3

Inner Directed Scale Pre-Score Data and T-Test Results for the Treatment and Control Groups

Groups	N	$\bar{X}$	S.D.
Treatment	48	82.4	7.8
Control	58	83.2	11.8
T-Test = .39*		df = 104	

* Not significant at .01 probability level.

The second research question, "What is the difference, if any, in the levels of self-actualization between the treatment group and the control group on the post-test?" was answered by testing two null hypotheses, H_o3 and H_o4.

Hypothesis 3 (H_o3): There is no significant difference between the treatment group and the control group for the Time Competence scale of the POI on the post-test.

The hypothesis (H_o3) was not rejected at the .01 probability level. Table 4 shows the Time Competence scale post-test data for the treatment and control groups.

Table 4

Time Competence Scale Post Score Data and T-Test Results for the Treatment and Control Groups

Groups	N	$\bar{X}$	S.D.
Treatment	30	17.0	3.5
Control	37	15.8	3.8
T-Test = 1.33*		df = 65	

* Not significant at the .01 probability level.

Hypothesis 4 (H_o4): There is no significant difference between the treatment group and the control group for the Inner Directed scale of the POI on the post-test.

The hypothesis (H_o4) was not rejected at the .01 probability level. Table 5 shows the Inner Directed scale post-test data for the treatment and control groups.

Table 5

Inner Directed Scale Post-Score Data and T-Test Results for the Treatment and Control Groups

Groups	N	$\bar{X}$	S.D.
Treatment	30	88.4	10.4
Control	37	86.3	10.7
T-Test = .81*		df = 65	

* Not significant at the .01 probability level.

Summary of Findings

The null hypotheses used to answer each of the research questions were not rejected. The t-test performed on the pretest scores for the null hypotheses H_o1 and H_o2 produced no significance between the treatment group and the control group on the Time Competence scale and on the Inner Directed scale of the Personal Orientation Inventory. Because no initial differences occurred between the groups on the pretest, a t-test, as described in the Treatment of the Data section of Chapter III was performed on the post-test. The t-test analysis indicated that the null hypotheses, H_o3 and H_o4, could not be rejected.

Further investigation to determine if there had been any movement in a positive direction between the pretest and post-test scores of the treatment group and the control group indicates that change in a positive direction did occur. The net change between the mean scores (pretest and post-test) on the Time Competence (T_c) scale for the treatment group was +1.1 as compared to no change between the mean scores of the control group. An examination of the net change between the mean scores (pretest and post-test) on the Inner Directed scale for the treatment group was 6.0 as compared to +3.1 for the control group. These changes were not significant at the .01 level of probability. Table 6 shows the pretest and post-test data, net change, and t-values for the treatment and for the control groups.

Table 6

Pretest and Post-Test Data and T-Test Results for the Treatment Group and Control Group

Group	Scale	Pretest N	Pretest $\bar{X}$	Pretest S.D.	Post-Test (N)	Post-Test $\bar{X}$	Post-Test S.D.	Net Change	T-Value
Treatment	T_c	48	15.9	3.3	30	17.0	3.5	+1.1	.47*
	I	48	82.4	7.8	30	88.4	10.4	+6.0	.18*
Control	T_c	58	15.8	3.2	37	15.8	3.8	0	.69*
	I	58	83.2	11.8	37	86.3	10.7	+3.1	1.36*

* Not significant at .01 probability level.

Shostrom (1974:6) indicates that a quick estimate of an individual's level of self-actualization may be obtained by scoring the two major scales (Time Competence and Inner Directed). However, an examination of changes in the mean scores between the pretest and post-test for each of the ten subscales demonstrates a pattern of movement (which may not be statistically significant) in a positive direction; that is an improvement in the level of self-actualization for both the treatment and the control groups. The pattern on the subscales is consistent with the pattern, described above, for the major scales, Time Competence and Inner Directed. The following is a description of each of the ten subscales (Shostrom, 1974) and the changes in the mean scores, for each of the ten subscales, for the treatment group and for the control group.

1. Self-Actualizing Value (SAV) measures affirmation of primary values of self-actualizing persons. The treatment group showed a gain of +1.2 as compared to +.8 for the control group.

2. Existentiality (EX) measures the ability to situationally or existentially react without rigid adherence to principles. The treatment group showed a gain of +1.8 as compared to +1.1 for the control group.
3. Feeling Reactivity (FR) measures sensitivity of responsiveness to one's own needs and feelings. The treatment group showed a gain of +1.0 as compared to +.8 for the control group.
4. Spontaneity (S) measures freedom to react spontaneously or to be oneself. The treatment group showed a gain of +1.0 as compared to +.2 for the control group.
5. Self-Regard (SR) measures affirmation of self because of worth or strength. The treatment group showed a gain of +.9 as compared to +.3 for the control group.
6. Self-Acceptance (SA) measures affirmation or acceptance of self in spite of weaknesses or deficiencies. The treatment group showed a gain of +1.6 as compared to +.7 for the control group.
7. Nature of Man (NC) measures the degree of the constructive view of the nature of man, masculinity, femininity. The treatment group showed a gain of +.9 as compared to .1 for the control group.
8. Synergy (SY) measures the ability to be synergistic, to transcend dichotomies. The treatment group showed a gain of +.5 as compared to +.3 for the control group.
9. Acceptance of Aggression (A) measures the ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression. The treatment group showed a gain of +1.4 as compared to +.4 for the control group.

10. Capacity for Intimate Contact (C) measures the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations. The treatment group showed a gain of +1.5 as compared to +.7 for the control group.

Table 7 shows the pretest and post-test mean scores and changes for each of the POI subscales.

Table 7

Treatment (T) and Control (C) Group Pretest and Post-Test Mean Scores and Net Changes for Each POI Subscale

Self-Actualizing Value			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	19.2	20.4	+1.2
C	19.4	20.2	+ .8

Self-Acceptance			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	14.8	16.4	+1.6
C	15.4	16.1	+ .7

Existentiality			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	19.1	20.9	+1.8
C	19.3	20.4	+1.1

Nature of Man			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	11.1	12.0	+ .9
C	11.1	11.2	+ .1

Feeling Reactivity			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	16.2	17.2	+1.0
C	15.7	16.5	+ .8

Synergy			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	6.1	6.6	+ .5
C	6.3	6.6	+ .3

Spontaneity			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	12.3	13.3	+1.0
C	12.5	12.7	+ .2

Acceptance of Aggression			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	15.8	17.2	+1.4
C	15.4	15.8	+ .4

Self-Regard			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	12.3	13.2	+ .9
C	12.7	13.0	+ .3

Capacity for Intimate Contact			
Group	Pretest $\bar{X}$	Post-Test $\bar{X}$	Net Change
T	18.0	19.5	+1.5
C	18.4	19.1	+ .7

Sample Size

Group	Pretest	Post-Test
T	48	30
C	58	37

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, AND SIGNIFICANCE

Maslow (1970) described the total worthwhile individual as a self-actualizing person--a person striving to realize fully his potential for creativity, dignity, and self-worth. Maslow's description of the self-actualizing person has provided the framework for developing an important element of the Intercurricular Studies Division's general education program. More specifically, one of the explicit responsibilities accepted by the faculty and staff is the goal of helping students to become "total worthwhile individuals" (Burrill, 1970). The faculty, staff, and students recognize the major limitation of the program, that the program, at best, can only help students to approximate being self-actualized. The major purpose of this study was to examine the degree to which students' levels of self-actualization changed in a positive direction. More specifically, this study examined the impact of one term of involvement in the I-Division as compared to the impact of two terms of involvement on the student's level of self-actualization.

The I-Division has established an interdisciplinary general education program that: (1) interrelates the content areas of four different disciplines (English, social science, psychology, and natural science) which satisfies the cognitive needs of students, and (2) provides students with a humane learning environment which satisfies the

student's affective needs. The students are exposed to an educational environment which attempts to be both safe and supportive, provides students with a constant primary group association, and provides a group of faculty who are attuned to meeting the student's cognitive and affective needs. The task of changing a student's concept of self in a positive direction in sixteen weeks (one term) or even in two terms is a challenging assignment for any program.

Based on the preceding discussion and on the findings of the study, the following conclusions and recommendations are offered.

Conclusions

1. The length of time that students spend in the I-Division's general education program does not significantly affect change in the level of self-actualization.
2. Students who participate in the I-Division over two terms demonstrate consistently more change in a positive direction on the two major POI scales (Time Competence and Support) and on each of the ten subscales than the student who participates in the program for one term, even though the change was not statistically significant.
3. The I-Division appears to be a viable general education program which may be contributing to some positive change in student level of self-actualization.
4. The positive mean gains between the pre and post-test made by both the treatment group and the control group, although not statistically significant, may be extremely significant in terms

of the students becoming more self-actualized.

5. The value of the I-Division's general education program cannot be measured by the findings of this study alone, as the program is highly sophisticated and complex in terms of its educational goals and objectives.

The reader is reminded that although the I-Division will be entering its seventh year of operation, the program has, since 1971, been implementing the concept of interdisciplinary general education. This concept has only begun to receive attention from the educational community within the past few years. The complexity of the program is expressed in a unique organizational structure, faculty alignment, course and time configurations, grading policies, program goals, and course objectives described previously in Chapter I. Students are given the freedom and responsibility for their own learning. The traditional faculty role of imparter of knowledge has been changed to that of a facilitator of the learning process. The focus of this study has been on one of many facets of the program, specifically the impact of a humane--safe and supportive--environment on the affective growth of the student.

Recommendations

1. The Intercurricular Studies general education program should continue to be supported.
2. Comprehensive evaluation programs should be designed to monitor as many facets of the program as is feasible.
3. Specific objectives designed to enhance the student's self-

concept should be developed for the primary group (the family). Chickering's seven dimensions for enhancing the student's identity are suggested as a beginning point for developing objectives and strategies for the "family." The seven dimensions are: achieving competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes, and developing integrity (8-19:1972).

4. I-Division students should be compared to a matched group of non-I-Division students who take essentially the same courses during the freshman year, with attention given to changes in self-concept, grade point average by term, attrition, graduation rate, and admittance to upper level colleges and universities.
5. This study should be replicated on a routine basis and correlated with other instruments which measure changes in self-concept or self-actualization.
6. The I-Division practice of requiring all faculty members to facilitate primary groups should be continued. However, careful consideration should be given to providing each faculty member with the opportunity for improving his or her facilitating skills.

Significance

The significance of this study is that it has contributed to a better understanding of the total effect of the I-Division's general education program. This study along with the Lukenbill study (1975) dealing with effectiveness of the I-Division's program for low ability

students, and other studies and research efforts currently in progress will provide the college administration with a better picture of the efficacy of the I-Division as compared to other academic divisions at the South Campus and at the other campuses.

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BIOGRAPHICAL SKETCH FOR KENNETH A. BLYE

Ken was born in Ithaca, New York on October 9, 1944. His education through senior high school was completed in the Ithaca consolidated schools. He graduated from Ithaca Senior High School in June of 1962.

Ken received an Associate in Arts degree in May, 1964 from Orange County Community College, and a Bachelor of Arts degree in secondary education (social studies) in January, 1967 from State University of New York at Oneonta. Ken taught history for five months at Oneonta Junior High School in Oneonta, New York and United States Government and economics for two and a half years at Miami Coral Park Senior High School in Miami, Florida. He also was head wrestling coach at Coral Park.

While at Coral Park, Ken began his masters degree work at Florida Atlantic University and transferred to the University of Miami where he completed his masters degree in education (secondary administration) in June, 1972.

Ken is currently employed by Miami-Dade Community College with an academic rank of Assistant Professor. He has served as a coordinator in the Intercurricular Studies Division (an interdisciplinary general education program for entering freshmen that he helped develop six years ago). Presently he is the Dean of Students and Instructional Support Services at Miami-Dade's Medical Center Campus. While at Miami-Dade Ken has had several consultancies in the areas of Instructional Systems, Management by Objectives, and Interdisciplinary

General Education.

Ken and his wife, Nancy, have lived in Miami for ten years. They have two children, Jeffery age six and Jennifer age two.

Ken's long range professional goal is to be the chief administrator of a small community college.

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